**2014 CCCC Workshops**

Morning: 9:00 a.m. – 12:30 p.m.

*Institutional and Professional*  
**MW.01 Overcoming the “Impostor Syndrome”: Opening Professional Paths for Graduate Students  
Marriott Downtown, Illinois Room, First Floor**

Graduate students plan and teach many first-year composition courses, are expected to present at conferences, and are expected to publish. They must do all of this while they are struggling to complete coursework, write a thesis or dissertation, and apply for jobs. John Guillory argues that this early push toward professionalization exerts premature pressure upon graduate students. Worse still, as Gregory Colon Semenza observes, though expected to fulfill many of the roles of professors in the field, graduate students occupy the position of “apprentices”; they are denied legitimacy, and they are often not even educated about how to engage in the professional activities they are expected to perform. Although many universities have “introduction to scholarship” courses, the time allotted to professionalizing activities is often insufficient.

This workshop is designed to provide information and training and training for graduate students facing professionalizing activities. All of the facilitators engaged in professional activities (teaching, publishing in peer-reviewed journals, and presenting at conferences) while still in school, and many of the facilitators are currently in graduate school. One of our facilitators is creating a website to assist other graduate students with professional activities (http://www.gradosphere.org). In the workshop, we focus on conference presentations, publications, and preparing for the job search. Participants will leave the workshop with sample job letters, CVs, and statements of teaching philosophy. In addition, they will receive lists of possible publication venues, and handouts featuring advice on professionalizing activities.

***Chair:*** Rose Gubele, University of Central Missouri, Warrensburg   
***Workshop Leaders:*** Mindy Myers, Central Michigan University, Mount Pleasant  
Dustin Bissell, Central Michigan University, Mount Pleasant   
Donny Winter, Central Michigan University, Mount Pleasant  
Colleen Green, Central Michigan University, Mount Pleasant   
Michelle Campbell, Purdue University, West Lafayette, IN  
Chris Wiesman, Central Michigan University, Mount Pleasant

*Teaching Writing & Rhetoric*  
**MW.02 Breaking Down Barriers and Enabling Access: (Dis)Ability in Writing Classrooms and Programs  
JW Marriott, Room 207, Second Floor**

Disability is too often seen as an individual problem that needs to be fixed at an individual level, rather than by modifying social environments themselves. This workshop will provide research-informed examples of building accessibility within writing classrooms and programs in order to mobilize scholarship, tools, and methods for providing access within the academy.

Participants will experience two roundtable sessions that focus on a variety of pedagogical and programmatic issues such as multimodality in online spaces, universal design, multisensory teaching, and writing program administration. Each roundtable session will be prefaced by interACTive performances of access (drama-inspired, interactive vignettes meant to incite conversation about issues of access and disability). As such, this workshop is more than a theoretical playpen; it demonstrates practices of accessibility and invites participants to co-create such praxis for their own programs and classrooms.

***Workshop Leaders:*** Melanie Yergeau, University of Michigan, Ypsilanti   
Dale Katherine Ireland, The Graduate Center, City University of New York, NY  
Elizabeth Brewer, The Ohio State University, Columbus   
Nicole Green, University of Nebraska-Lincoln   
Susan Naomi Bernstein, Arizona State University, Tempe   
Allison Hitt, Syracuse University, NY  
Hilary Selznick, Illinois State University, Normal   
Sushil Oswal, University of Washington Tacoma   
Valerie Lotz, University of Alabama, Huntsville   
Amy Vidali, University of Colorado Denver   
Bre Garrett, University of West Florida, Pensacola   
Tara Wood, University of Oklahoma, Norman  
Melissa Helquist, Salt Lake Community College, UT  
Brenda Brueggemann, University of Louisville, KY  
Patricia Dunn, State University of New York, NY  
Craig A. Meyer, Ohio University, Athens  
Stephanie Kerschbaum, University of Delaware, Newark

*Community, Civic & Public*  
**MW.03 Prison Networks: Broadcasting Why Prison Writing Matters  
JW Marriott, Room 205, Second Floor**

Our 2014 workshop uses the theme of broadcasting—metaphorically and literally—to address what happens behind the razor wire and prison gates of carceral communities. Bringing together novice and veteran prison writing teachers and community partners to share emerging research and teaching trajectories, this workshop focuses on the opportunities and challenges we face as we literally “stand up” and “broadcast” (ultimately via radio) what we do and how we listen and respond to the voices of those in prison. Our goal this year is to “broadcast” the work of this workshop beyond what is done at the conference by reading, sharing, and responding to the voices of incarcerated writers.

The workshop will focus on three areas: 1) the power of writing to be a disruptive (and productive) force throughout carceral communities as incarcerated writers broadcast their words through a network of constraining forces; 2) the writing of incarcerated women as both constrained by and connected to academic communities who attempt to broadcast this work; 3) how the digital humanities can help us “broadcast” and distribute prison research and activist work across and beyond scholarly forums.

The day will include a presentation from Rebecca Ginsburg, Director of the Education Justice Project, the making of a radio show designed around an interactive session reading and responding to the work of incarcerated writers, opportunities to connect with teachers and researchers via roundtable sessions led by Patrick W. Berry, Shannon Carter, Kim Drake, Cory Holding, Deborah Mutnick, Sherry Robertson and Laura Rogers, and a symposium featuring Ashley Lucas of the Prison Creative Arts Program, Wendy Wolters Hinshaw, and Katie Klarreich from ArtSpring on a collaborative project that has allowed them to network the writing of incarcerated women writers with university students.

The workshop will provide opportunities for participants to network with others and address issues related to their own programs and agendas.

***Co-Chairs:*** Patrick Berry, Syracuse University, NY  
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

***Workshop Leaders:*** Patrick Berry, Syracuse University, NY, "Prison Research and the Digital Humanities"  
Shannon Carter, Texas A&M University-Commerce, "When the Writing Researcher is Incarcerated: Fieldnotes From the Inside"  
Kathie Klarreich, ArtSpring, Florida City, FL, "Writing Across Communities: Connecting Prison and University Classrooms Through"  
Ashley Lucas, University of Michigan, Ann Arbor, "Writing Across Communities: Connecting Prison and University Classrooms Through"  
Cory Holding, University of Pittsburgh, PA, "Prison Research and the Digital Humanities"  
Deborah Mutnick, Long Island University, NY, "The Transitions Project: Building a University Partnership with Public High School for Youth Offenders"  
Kimberly Drake, Scripps College, Claremont, CA, "Writing Workshops and the Politics of Censorship"  
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, "The Arthur Kill Alliance (AKA): Working Within and Against Carceral Constraints"  
Sherry Robertson, University at Arkansas at Little Rock, "Writing His Way Out: An Inmate’s Story of Survival"  
Erin Alana Schroeder, University of Illinois at Urbana-Champaign, "Education Justice Project Radio Show"  
Rohn Koester, The Education Justice Project, Urbana, IL, "The Education Justice Project Radio Show"  
Rebecca Ginsburg, Education Justice Project, Urbana, IL, "Broadcasting the Voices of Incarcerated University Students"  
Wendy Hinshaw, Florida Atlantic University, Boca Raton, "Giving the Voiceless a Voice"  
Wendy Hinshaw, Florida Atlantic University, Boca Raton, "Writing Across Communities: Connecting Prison and University Classrooms Through"

*History*  
**MW.04 Opening the Archives: Considering Questions of Access, Space, and Connection(s)  
JW Marriott, Room 206, Second Floor**

This year’s National Archives of Composition and Rhetoric (NACR) workshop will focus on conducting archival research, drawing on a key theme raised in the 2013 workshop: accessing and sharing archival spaces and resources. In this workshop, we will hear from an academic library archivist about questions to ask and issues to consider when building such collections. Related to building archival collections, we will also consider the importance of creating and collecting multimodal artifacts, such as sound recordings and new media genres; to that end, we will hear from one of the co-founders of the Rhetoric and Composition Sound Archives (RCSA), who will discuss some of the benefits and challenges of such work for the field.

The workshop will begin with facilitators and participants introducing themselves and describing their background in archival work, current archival projects they are working on, and particular issues that they are facing in their research. We will then hear from a composition historian, a co-founder of an archive and an academic archivist who will highlight key questions raised in this proposal about issues of access. Participants will then have the opportunity to participate in two roundtables focused on themes relevant to their current archival work: 1. Primary Documents Part I (focusing on what questions to ask of primary documents, conducted by an academic library archivist), 2. Primary Documents Part II (discussing and drawing initial conclusions based on a set of primary documents drawn from the NACR), 3. Teaching Archival Research Strategies to Undergraduate/Graduate Students, 4. Working with Librarians to Use Special Collections, 5. Using Technology to Interpret Primary Documents, and 6. Funding and Publishing Archival Research. The workshop will conclude with a discussion about contributing to the NACR’s recent efforts to link archival resources online, and to extend conversations about current archival research projects beyond the workshop setting.

***Co-Chairs:***Katherine Tiribassi, Keene State College, NH  
Michelle Niestepski, Lasell College, Newton, MA  
***Workshop Leaders:*** O. Brian Kaufman, Quinebaug Valley Community College, Canielson, CT  
Tarez Samra Graban, Florida State University, Tallahassee  
David Gold, University of Michigan, Ann Arbor   
Margaret Strain, University of Dayton, OH  
Michael-John DePalma, Baylor University, Waco, TX  
Suzanne Bordelon, San Diego State University, CA  
Ryan Skinnell, University of North Texas, Denton  
Robert Schwegler, University of Rhode Island, Kingston  
Rodney Obien, Keene State College, NH

*Teaching Writing & Rhetoric*  
**MW.05 Opening Doors for Multimodal Composers: Intellectual Property and Fair Use in the Classroom  
Marriott Downtown, Michigan Room, First Floor**

In this workshop, participants will explore strategies for designing and teaching assignments that engage with intellectual property issues, especially assignments in which students remix previously created content. The workshop applies flexibly to teaching with a variety of modes, ranging from text essays that integrate multiple text sources to interactive multimedia extravaganzas. In small groups led by members of the CCCC Intellectual Property Caucus, participants will work through guided brainstorming sessions, hands-on activities, and classroom case scenarios. The workshop will increase your confidence and knowledge regarding 1) how copyright law applies to multimodal composing assignments; 2) how to craft multimodal assignments that help students become engaged and enthusiastic composers in today's intellectual property climate; and 3) how to get further practical help with these issues after returning home.

We’ve designed the workshop to be welcoming and mutually enriching for instructors who are new to multimodal composing/intellectual property and for experienced multimodal instructors. The workshop content is applicable to a wide variety of teaching contexts, including first-year composition, advanced composition, and professional/technical writing. Participants can use this workshop to brainstorm future assignments or bring existing assignments and materials to share, especially those who bring flash drives or are prepared to share their materials online. Laptops and tablets are welcomed but not required!

***Workshop Leaders:*** Scott Nelson, University of Texas at Austin   
Jennifer Michaels, The Ohio State University, Columbus   
Laurie Cubbison, Radford University, VA  
Lanette Cadle, Missouri State University, Springfield   
Kyle Stedman, Rockford College, IL

*Language*  
**MW.06 Opening Spaces for Multilingual Students: Creating Pathways for Transition  
JW Marriott, Room 208, Second Floor**

We can feel the increase in international student numbers on our campuses: the Institute of International Education 2012 Open Doors Report indicates a 6% jump in international undergraduates at U.S. universities in just one year. And these students are arriving on our campuses through a diverse set of paths (including through intensive English programs and outside partners/recruiters such as Kaplan), something writing program administrators must consider as they adapt their programs to serve a more linguistically diverse student population.

In our consideration of the linguistic needs of international students, we must be conscious to include the population of resident L2 students, a group traditionally marginalized in U.S. universities due in part to the fact that their numbers are uncounted. The attention created by international students on our campuses offers us an opportunity to reimagine the writing experiences of our students through the lens of the multilingual writer. And for the CCCC community, recent scholarship repositioning multilingualism and language difference (Horner, Lu and Matsuda 2010) creates an opportunity to address the growing L2 population in our programs from a stance of inclusion. While traditional approaches to curricula for L2 students has been to create separate paths (Matsuda 1999), this new understanding of the enduring multilingual nature of our campuses encourages us to think inclusively about our students, recognizing both differences and commonalities in what they bring to our programs.

This workshop invites participants to consider the pathways all of our linguistically diverse students take into and through our programs. And because best practices for writing programs are highly contingent on institutional and regional contexts, presenters and participants will be invited to share pre-workshop questions, engage in discussion/activities during the workshop, and continue to share ideas and resources in a post-workshop wiki. Participants will come away from this workshop with practical ideas for creating avenues that are open and sensitive to linguistic difference.

The opening Speaker will present findings from research on adolescent multilingual writers in US secondary schools, focusing on the transition from high school to college. Drawing upon data from her recent studies, as well as national trends, she'll provide a comparison of how the students' writing instruction and identities are shaped at the high school and then at the college-university level. Participants will consider the trajectories of multilingual students at the secondary level, as well as gain insights into the instructional constraints that often exist in high schools. To close, the presenter will lead the group in discussing innovative strategies for building collaborative partnerships (including school-university collaborations, WAC/WID initiatives, international student transition programs, etc.) in orderto aide a range of multilingual students as they encounter transitional points in their educational careers.

Following the opening discussion, participants will break out into one of three roundtables: (1) transitioning from an L2 writing class to disciplinary writing; (2) understanding how resident L2 and international student writers transition into higher education; and (3) positioning the writing center as a constant in L2 writer experience. Each roundtable will run for 55 minutes, a break will follow, and the roundtables will repeat so that participants can then work with a second table.

The workshop will conclude with the co-chairs bringing discussion from the tables to bear on the CCCC Statement on Second Language Writing. An afternoon workshop, “Opening Spaces for Multilingual Students: Curricular Designs and Pedagogical Innovations for First-Year Classrooms and Beyond” continues this discussion, shifting the focus to course design.

***Co-Chairs:*** Christina Ortmeier-Hooper, University of New Hampshire, Durham  
Haivan Hoang, University of Massachusetts Amherst   
Deirdre Vinyard, Emily Carr University of Art and Design, Vancouver, British Columbia, Canada  
***Workshop Leaders:*** Rebecca Lorimer Leonard, University of Massachusetts, Amherst, "Writing Centers as L2 Constant"  
Heather Fitzgerald, Emily Carr University of Art and Design, Vancouver, British Columbia, Canada, "Writing Centers as L2 Constant"  
Todd Ruecker, University of New Mexico, Albuquerque, "The Politics of Transition"  
Tanita Saenkhum, University of Tennessee, Knoxville, "Facilitating Students’ Transition from First-Year L2 Writing to Writing in the Disciplines"  
Deirdre Vinyard, Emily Carr University of Art + Design, Vancouver, British Columbia, Canada, "Writing Centers as L2 Constant"  
Michael Schwartz, St. Cloud State University, MN, "The Politics of Transition"

*Language*  
**MW.07 Crossing BW/ESL/FYW Divides, II: Pedagogical and Institutional Strategies for Translingual Writing  
JW Marriott, Room 209, Second Floor**

This workshop, a sequel to the successful 2013 CCCC half-day workshop on “Crossing BW/ESL/FYW Divides: Exploring Translingual Writing Pedagogies and Programs,” brings together leading teacher-scholars and interested participants involved in or contemplating efforts at instituting translingual approaches to language difference in writing in their institutional arrangements, writing pedagogies, and curricula. This workshop will be devoted to considering three specific approaches to designing translingual pedagogies/curricula and three specific accounts of efforts to change institutional policies and practices to foster and support translingual approaches to language difference in writing.

Workshop speakers and small group facilitators include Suresh Canagarajah (Penn State), Gail Shuck (Boise State), John Trimbur and Tamera Marko (Emerson College), Jay Jordan (U of Utah), Chris Gallagher and Matthew Noonan (Northeastern U), Min-Zhan Lu (U of Louisville), Paul Kei Matsuda (Arizona State), Dylan Dryer (U of Maine), Patricia Bizzell (College of the Holy Cross), Kate Mangelsdorf (U of Texas El Paso), Bill Lalicker (West Chester U), and Juan Guerra (U of Washington).

Workshop participants will address the following questions:

What specific pedagogical and curricular strategies can individual teachers and curriculum designers deploy to develop translingual pedagogies?

How might courses make use of the resources of mixes of students institutionally identified as BW, ESL, or English monolingual FYW in exploring and developing writers’ agency in producing meaning?

How might teachers and WPAs encourage a more receptive reaction to the aims of translingual writing from faculty and institutional administrators outside writing programs?

What relationship might there be between efforts at instituting writing programs taking a translingual approach and accrediting agencies?

On a website available to all of those registered to participate in the workshop by March 1, 2014, the workshop chair (Bruce Horner) will post materials on which speakers’ presentations are based, a working bibliography, and a summary and review of the discussions emanating from the 2013 workshop. Those registering for the workshop will be directed to that site and asked to familiarize themselves with all these materials in advance of the workshop.

***Workshop Leaders:*** Gail Shuck, Boise State University, ID  
Bruce Horner, University of Louisville, KY  
Chris Gallagher, Northeastern University, Boston, MA  
Suresh Canagarajah, The Pennsylvania State University, University Park   
Min-Zhan Lu, University of Louisville, KY  
Jay Jordan, University of Utah, Salt Lake City

Matt Noonan, Northeastern University, Boston, MA  
John Trimbur, Emerson College, Boston, MA  
Tamera Marko, Emerson College, Boston, MA  
*Discussion Leaders:* Kate Mangelsdorf, University of Texas at El Paso

Juan Guerra, University of Washington, Seattle   
Paul Kei Matsuda, Arizona State University, Tempe   
Patricia Bizzell, College of the Holy Cross, Worcester, MA  
William Lalicker, West Chester University, PA  
Dylan Dryer, University of Maine, Orono

*Research*  
**MW.08 Coding for Data Analysis  
Marriott Downtown, Florida Room, First Floor**

Whether for assessment of student writing or for language-based research, coding is an important tool for teachers and scholars of writing studies. Coding—systematically categorizing and labeling words, phrases, or passages in an oral or written text—helps researchers analyze all their material, rather than just reacting to vivid portions of it; it helps researchers make their theory and their relationship to it explicit. Coding gives researchers an all-important transitional phase between gathering that material and analyzing it.

Enthusiastic audience response to our panel presentation at the 2013 CCCC made clear the need for a follow-up workshop. In last year's panel we explained the potential importance of coding to a wide range of scholars in writing studies, described how we approach coding language data in our own research, and shared some examples of coded data.

We have now designed a Wednesday morning (9:00 a.m.–12:30 p.m.) workshop that provides hands-on instruction in coding. Designed both for those who have never coded before and those who are already underway, the workshop will help teachers and scholars overcome whatever challenges they may encounter when coding their own language data. Whether you are just starting to try to make sense out of a tangle of language data or you are trying to sift out nuances from data you have already analyzed, this workshop will provide you with strategies and techniques for carrying your work forward.

Because our research backgrounds in writing studies are diverse, we are able to provide a range of perspectives on coding and to address a wide range of questions. More important, we will work with you on your own transcribed data, so please feel free to bring your laptop. If you don't have your own data to work on, that's OK. We'll have data that you can use during the workshop.

***Workshop Leaders:*** Rebecca Moore Howard, Syracuse University, NY

Karen Lunsford, University of California-Santa Barbara   
Jason Swarts, North Carolina State University, Raleigh   
Jo Mackiewicz, Auburn University, AL   
Rebecca Rickly, Texas Tech University, Lubbock

*Research*

**MW.09 Designing Undergraduate Research Projects and Programs in Writing Studies**  
**JW Marriott, Room 203, Second Floor**

The CCCC Committee on Undergraduate Research (CUR) proposes a Wednesday-morning workshop to provide participants with strategies and practical advice for instituting, facilitating, sustaining, and marketing undergraduate research projects and programs in writing studies. We draw on Laurie Grobman and Joyce Kinkead’s definition of undergraduate research to frame this workshop: “the educational and comprehensive curricular movement that involves students as apprentices, collaborators, or independent scholars in critical investigations using fieldwork and discipline-specific methodologies under the sponsorship of faculty mentors” (Profession 2011). In light of Grobman and Kinkead’s argument that our field(s) has been slow to embrace undergraduate research and the CCCC-CUR’s charge to foster a culture of undergraduate research in writing studies, the purpose of this workshop is to help jumpstart undergraduate research in writing studies on more campuses by helping participants learn from successful existing initiatives as they design their own. As such, the workshop will further the CCCC’s priority of promoting undergraduate research in writing studies.

This workshop seeks to address the following question: How do successful undergraduate research mentors and programs attract students to undergraduate research, build institutional and monetary support, engage other faculty in prioritizing and mentoring student research, teach research to students, and showcase that research in their departments and institutions? Using a blended bazaar and charrette format, the workshop presents ten contributors -- leaders and innovators in undergraduate research in writing studies who will report on project or program designs from their own experience -- and includes an RNF-like charrette session in which workshop contributors and participants will brainstorm institution-specific program and project designs that participants can return to their campuses and launch.

The workshop will open with a brief introduction to undergraduate research as well as contributor and participant introductions that identify key questions and concerns from participants. The workshop will then be given over to a 1.5-hour bazaar session with each contributor at a different table. Contributors will offer 10-minute multimodal presentations (e.g., including posters, videos, demonstration materials, handouts, photo-essays) explaining a particular program innovation or some aspect of undergraduate research projects and programs that their work has been especially effective in facilitating. Participants will move around the room to experience various short presentations and contributors will offer their presentation a number of times during the bazaar. Examples of what these presentations will focus on include the following:

* The use of institutional goals and program outcomes to iteratively develop an undergraduate research program
* The use of program development cycles to shape an institution’s future commitments to undergraduate research
* Developing marketing and PR for an undergraduate research program
* The role that faculty mentorship and institutional support can play in introducing students to academic culture and developing them for graduate studies
* Putting undergraduate research at the center of peer tutor development in Writing Centers
* Developing mentorships and introducing students to the notion of undergraduate research
* Innovative student projects that have been created at a number of institutions
* Fundraising and building student involvement in programs, from a variety of perspectives.

In the second major part of the workshop, contributors and participants will move into a 1-hour design charrette, forming small groups to brainstorm particular project and program designs at participants’ institutions. Similar to RNF discussions, each group will have a contributor and a small number of participants so as to devote extensive attention to each participant’s particular institutional situation and ideas for developing undergraduate research there. Groups will be developed in advance of the workshop by matching contributor specialty with participant needs, in order to honor the charrette ethos of intensely focused and productive design conversation.

Finally, the workshop will conclude with a group discussion of innovative ideas reached in the charrette, for the purpose of cross-pollination and further brainstorming. Participants will leave the workshop with concrete strategies and plans for taking next steps in building undergraduate research projects and programs in writing studies in their own institutions.

***Chair:*** Doug Downs, Montana State University, Bozeman   
***Workshop Leaders:*** Doug Downs, Montana State University, Bozeman  
Heather Bastian, The College of St. Scholastica, Duluth, MN  
Leigh Ryan, University of Maryland, College Park   
Lauren Fitzgerald, Yeshiva University, New York, NY   
Tim Peeples, Elon University, NC  
Joyce Kinkead, Utah State University, Logan   
Patti Hanlon-Baker, Stanford University, CA  
Jessie Moore, Elon University, NC  
Holly Ryan, Penn State University-Burks